TEACHERS IN SESSION.

Their Fifth Annual Convention Opened at Ogden Last Evening for Three Days.

THERE WERE MANY PEDAGOGUES PRESENT

Speeches of Welcome by Chairman Adams, Mayor Boyle and Prof. Lewis—President Kingsbury's Address.

The fifth annual meeting of the State Teachers' association opened in Ogden last evening. A large assemblage of pedagogues being present. The opening gave their speech a rather formal aspect. Adjournments were made to allow all to attend to their introductions. Dr. H. Adams is chairman of the association committee. He is universally and ably assisted by the Ogden ladies and gentlemen. Thomas D. Dee, William Allison, T. B. Lewis, Marie Moffat, George A. Eccles, Miss Christensen, J. M. Hobbs, Martha Burnham, Samuel Dorey, Nicholas McKay, Geo. L. Wade, William N. Peterson, Parley Boler, Mrs. Lizzie H. Cook, William d. Wallace, George P. McCabe, Mrs. Martine T. Burton.

The meeting session commenced at 8:00 o'clock, when the chairman announced it organization for each day's proceedings. The accomplishments of the past year, after which speeches of welcome were made by Mayor Boyle, Jesse Knight, Prof. T. B. Lewis, Superintendent Peters of the Boulder county schools, Principal Nicholas of the Ogden schools, Miss Lake, and Superintendent Evans of the Bannock county schools, responded happily to the addresses of welcome.

PRESIDENT KINGSBURY'S ADDRESS.

Professor Kingsbury, president of the association, delivered an interesting address, saying in part that there were new facts and principles continually being learned and discovered in the material world, while but little is being learned in regard to the way in which the mind acts, and nothing positive in regard to what the mind really is. Little more is known concerning the real essence of the mind than was known over 2,000 years ago. All matters dependent more or less upon the actions of the mind are speculative, and indefinite, and uncertain. Questions of economic sociology still obtain involving the mind are hardly such as can be solved with any great degree of certainty. The questions of free trade and protection, monetary problems, remain to be settled beyond doubt. The most learned Republican on the one cradle Democrat is unable to prove that protection would benefit us at all times, or at any time, or that free trade is the great panacea of all the ills of a people. These matters cannot be ascertained absolutely, as no one can analyze the mind, determine what it is, and tell just what harm it is going to take and what influence it is going to have. The mind is constantly changing, for point of view is ever changing, and objects in life are seen constantly changing phases, ever making different impressions upon the mind. Every new phase presented and every new impression made must influence, more or less, conclusions of the mind on all questions matter, and even upon the weight or bearing well-established facts have upon any questions pertaining to the human affairs. No one can tell to what conclusions the mind of man will lead them or to what extent. Even the most unknown events will give rise. Systems of school methods of teaching involve this uncertain factor, the mind, so that no one can foretell the outcome of the adoption of any school system or any method of teaching. No offense need, therefore, be taken, although we may question the wisdom of any method or the plans of even the greatest achievers, of the most profound statists regarding any proposition or theory involving the mind of imitative nature.

We may feel, therefore, perfectly free to discuss questions of school methods although the methods present may have considered such questions more carefully than the speaker, and may also understand the matter.

Among the questions discussed were the following:

First—Is our system of education a success or is it a failure?

Second—Are we accomplishing for the state all we ought to be expected of us?

Third—Could more be done?

Fourth—Are we making children—men and women of depth as well as breadth of character—or are we drifting toward superficiality?

Fifth—Are we developing character or are we bringing up boys and girls, young men and women content to be made until to become good citizens?

Sixth—Is our school work conducive to health? Does our school work tend to correct the evils of heredity?

Seventh—Are our new methods of teaching better than the old ways?

Eighth—Today, as our school work, do we pay too much attention and give too much time to record-keeping, report-making, to "cramming" and, on examination, through lack of attention to the Bible attention and consideration to the subject matter of the school work?

Ninth—Should we compel or compel grade pupils, develop initiative or individuality?

Tenth—Should we not familiarize the pupils with the nature of great soul and men, have readers containing the noblest sentiments and noblest deeds, literary gems of the past and the present, more than is now customary?

Regarding these questions the speaker observed:

First—School system is neither a complete success nor a complete failure. More, however, could be accomplished if students of different grades, drawing, shop work, garden work, etc., could encompass every course pursued from the kindergarten system through college, and that every boy and every girl become as accustomed to using their hands as their heads. Much of the study and morality could be accomplished with the same expenditure of money as is now spent, and through some of the work of the present curriculum would have to be eliminated or much shortened.

Second—Our work and more could be accomplished for the state. Parents' opinions and the pupils are both more or less overzealous to support a school system. To make needed changes it becomes, therefore, strong, aggressive men and women with determination and courage.

Third—The tendency in much of our school work is to encourage shams and brooks, brooks not deeds. Too many shams are being crowded into the curriculum.

Fourth—Character is not being developed as it should be. Much may be done by the right kind of a teacher. The preserve of some teachers alone has a wonderful effect upon the character of the pupil or pupils. Intellectual habits with hand as well as with the mind would accomplish much in balancing the moral status.

Fifth—Our school work is not very conducive to healthy, sturdy work, girls with work planned as much as possible for outdoor work would be better.

Sixth—Our school work must necessarily make mankind better. Compare the lives of the Americans, the Americans with the lives of the ignorant and uneducated here of man, and one will be able to see clearly the result of school work. It gives the boy and the girl a better understanding of nature and her laws. It gives each one a better appreciation of life and its duties. It draws them for own safety and the safety of our fellow men. It gives a correct appreciation of our actions and our own conduct toward our fellow men. It could be made to show more than it now appears that suggestions of changes even for the better have public opinion to confront and overcome. Public opinion is slow to go to attacking school work or does work accomplished in our schools seem to be of a working public.

Seventh—In answering the question of ways of teaching are better than the old methods, the speaker, in reply, said: The reason must have been, and in the past, whereas now but one is universally considered, and that is the good—progress. Progressive men are liable after spelling it and repeating it to forget the old methods and the old teaching methods did more to familiarize the pupil with the subject matter than the present methods, and even in the development of some observation. The more reason that can be brought to bear upon the subject the better. There is no use of forcing, in most cases, the memory and memorizing can be made a benefit to the pupil.

Eighth—Should the pupil have time to be free to ponder over his lessons? Is it reasonable for him to spend too much time in pondering, studying as commonly practiced? Is it not a waste of time?

Ninth—Ought the pupil have time to be free to ponder over his lessons? Is it reasonable for him to spend too much time in pondering, studying as commonly practiced? Is it not a waste of time?

Tenth—Should the pupil with terms of great and good men and their thoughts, through their writings, more than is now customary? Should not more attention be given to reading their compositions and writings in readers more than is now customary